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ABSTRACT

Nine workshops delivered by the Appalachian Education Satellite Project (AESP) during the fall of 1977 were evaluated by participants. Attended by 2081 participants from a variety of occupations at 36 AESP sites in 13 Appalachian states, these workshops included live, interactive seminars, distribution of related printed materials, and completion of evaluation instruments; all but two began with videotaped films. Topics covered were education for the gifted and talented, child abuse, home energy conservation, job and financial needs, the National Association of Social Workers, and parent effectiveness. Needs assessment results indicated a strong interest in additional programming in the areas of gifted education, social services, and parenting skills. The overall results of the program deliveries indicated a continuing interest in the present AESP programming format. (CMV)

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SUMMATIVE EVALUATION OF WORKSHOPS

FALL, 1977

Edited by

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and

Lea J. Perritt

June, 1978

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20. Summative Evaluation of Workshops, Fall, 1977. Edited by Donna M. Mertens and Lea J. Perritt. June, 1978.

21. Summative Evaluation of Designing Success Strategies, Fall, 1977, and Diagnostic and Prescriptive Reading Instruction K-6 Course, Fall, 1977. Prepared by Lea J. Perritt, Deborah Daugherty and Donna M. Mertens. July, 1978.

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INTRODUCTION

The AESP is a joint venture of the Division of Education of the Appalachian Regional Commission (ARC), a Resource Coordinating Center (RCC) located at the University of Kentucky, 45 receiving sites located in the 13 Appalachian states, and the National Aeronautics and Space Administration (NASA). The ARC is the prime contractor, fiscal agent and manager of the Program. The RCC provides the academic and technical expertise for planning, producing, evaluating, and broadcasting programs. Local site coordinators operate the receiving sites during program delivery and serve in an administrative capacity in the coordination of local resources. NASA provides the communication satellite technology and hardware which allows the AESP to broadcast over the entire Appalachian region. AESP uses NASA's ATS-6 satellite system with one-way audio and video capability to broadcast programs from the University of Kentucky television studio to receiving sites. A two-way audio loop between the sites and the studio can be established in three ways: 1) telephone, 2) teletype, and 3) NASA's ATS-3 UHF system.

During its initial phase (1973-1975), AESP delivered graduate level credit courses to educators in the Appalachian region. In 1975, AESP entered a planning stage which focused on an assessment of needs in the Appalachian region. This needs assessment resulted in the identification of a diversity of programming needs and has served as the basis for AESP's programming since 1976. AESP has expanded its potential audience from educators to other target groups including human resource, health, government, and business/industry personnel. The format of delivery was expanded from graduate and undergraduate credit courses to workshops and continuing

education activities.

Beginning in Summer, 1977, the Appalachian Education Satellite Program (AESP) planned and delivered a series of workshops to the Appalachian region. Summative evaluation results of this first series of workshops are reported in Technical Report #18.

The purpose of this report is to document the AESP's delivery of nine additional workshops which were delivered in the Fall of 1977. The specific topics were: education of the gifted and talented; financial resources, credit needs, and jobs creation in Appalachia; social service delivery in rural areas; home energy conservation; child abuse; and parent effectiveness. The home energy and child abuse workshops were originally delivered during Summer 1977 and were rebroadcast in Fall 1977 due to the initial positive response to these topics.

The formats of the workshops on child abuse, energy conservation, parenting effectiveness, and education of the gifted and talented were similar and included videotaped programs, a live, interactive seminar, and ancillary materials designed to supplement the videotapes and seminar.

The workshops on social service delivery in rural areas and financial resources, credit needs, and jobs creation in Appalachia were conducted somewhat differently. Each was planned in conjunction with a scheduled professional conference and consisted of presentations by a panel of experts from the conference, an interactive seminar, and distribution of related printed materials.

At each workshop, evaluation instruments were completed by both participants and site monitors in order to determine their satisfaction with the several aspects of the workshops. The participants also provided background information, responded to affective and cognitive items

designed to measure attainment of objectives, and answered several questions regarding possible future AESP programming.

The results of the workshops are reported in the following order: gifted and talented, child abuse, home energy conservation, financial resources, credit needs and jobs creation in Appalachia, social service delivery in rural areas and parent effectiveness. A summary of the results is also presented. The titles and delivery dates of these workshops are presented in Table 1.

TABLE 1

SCHEDULE OF WORKSHOPS DELIVERED DURING FALL 1977

Workshop	Date
Rules for Butterflies: An Introduction to Gifted/Talented Education	September 26, 1977
Child Abuse: Initial Issues in Child Abuse	October 17, 1977
Child Abuse: Some Perspectives on Treatment	October 31, 1977
Home Energy Conservation: Part I	November 7, 1977
Financial Resources, Credit Needs, and Jobs Creation in Appalachia	November 11, 1977
Home Energy Conservation: Part II	November 14, 1977
Social Service Delivery in Rural Areas	November 21, 1977
Perspectives of Effective Parenting: Parent-Child Conflicts	November 28, 1977
Perspectives of Effective Parenting: The Use of Rewards and Punishment in Discipline	December 5, 1977

RULES FOR BUTTERFLIES: AN INTRODUCTION TO GIFTED AND TALENTED EDUCATION

September 25, 1977

Lea J. Perritt

Introduction

The number of gifted and talented students in the United States is estimated at over two and a half million. According to recent surveys, however, the majority of these students receive little or no special instruction. Most are taught in regular classrooms and teachers rarely have time to devote extra effort to these students.

Often these gifted students have not even been identified as such. Since they are capable of good performance with little effort and often adapt to the school environment with ease, they tend to remain unrecognized and their true abilities unknown. The failure to identify these special students means that many do not develop their talents fully and grow toward their potential, resulting in loss of potential leaders and contributors in a wide range of fields.

This workshop was designed to introduce educators to the multi-dimensional characteristics of gifted and talented children and to various identification models that can be used to identify talented students. Various teaching strategies for differentiated curriculum as well as practical program options were dealt with in this workshop.

Format of the Workshop

The workshop included a presentation of a videotape, a live, interactive seminar, and distribution of related printed materials. The program began with a poem which set the tone for the theme of the workshop. Following a brief introduction, a slide/tape presentation called "Fact and Fancy about

'the Gifted" was broadcast from the University of Kentucky television studios over AESP's ATS-6 system. This presentation helped clarify myths that people believe about the gifted and specified what is actually true.

At the completion of the slide/tape presentation, some theoretical models for describing the nature of intelligence were presented briefly. Participants were then given an opportunity to direct questions concerning identification of gifted/talented students, teaching strategies, program options, and parent concerns to panel members located in Lexington, Kentucky. The seminar was produced by AESP's Media Services Component in the University of Kentucky Television Studios.

The panel consisted of the following persons:

Dr. Alexinia Baldurin, Professor of Education, SUNY, Albany, New York

Dr. Frank Williams, President Elect, The Association of the Gifted

Ellen Fiedler, Parent/Consultant.

The panel was moderated by Bella Kranz, Professor of Education, Moorhead State University, Minnesota.

During the seminar, participants transmitted questions via teletype and telephone. Lexington participants had their questions hand carried to the studios.

Each participant also received a package of printed materials designed to supplement the satellite delivered program.

At the conclusion of the seminar, the participants completed a brief evaluation form to determine their reaction to the program. This information was used to assess the effectiveness of the program. These results are presented in the remainder of this report.

Background Characteristics of Viewers

A total of 608 persons at 28 AESP sites participated in the workshop. Evaluation forms were received from 458* participants (75% of those attending). The frequency of participants by site is presented in Table 2. Table 3 presents the background characteristics of the participants who completed the evaluation forms.

The majority of the participants were females and were employed in rural communities. Eighty-one percent represented school personnel and 11% identified themselves as parents. The remaining 8% represented other professions including students, ministers, and engineers. The diversity of the audience indicates this workshop was appropriate for individuals in many other areas in addition to teachers.

Reaction to the Pretaped Program

Participants were asked to rate the pretaped part of the program according to its value as a source of practical information and stimulation for discussion. They also rated its overall value. The following scale was used to indicate their responses: 5 - excellent, 4 - very good, 3 - good, 2 - fair, 1 - poor. As a source of practical information the pretaped program received an average rating of 3.68 which is between "good" and "very good". As a source of stimulation for discussion the average rating was also between "good" and "very good" (average rating = 3.49). The overall evaluation of the pretaped programs was 3.64 which is between "good" and "very good".

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*10 participants from Stickleyville are not included in this report as data had been analyzed before their forms were returned.

TABLE 2

FREQUENCY OF PARTICIPANTS BY SITE
GIFTED/TALENTED WORKSHOP

	AESP Sites	Number registered	Number returning Evaluation Form
01	Lexington, KY	6	4
06	Greenville, SC	27	20
08	Scooba, MS	12	12
09	Tupelo, MS	48	18
10	Huntsville, AL	21	15
11	Rainsville, AL	16	16
12	Guntersville, AL	33	19
14	Rome, GA	4	4
18	Cookeville, TN	58	52
19	McMinnville, TN	9	9
20	Norton, VA	20	20
21	Stickleyville, VA	10	10
25	Cumberland, MD	19	19
26	McHenry, MD	20	20
27	Romney, WV	42	15
28	Petersburg, WV	5	5
30	Hagerstown, MD	23	18
31	Bethany, WV	18	17
32	Wheeling, WV	17	16
35	Fredonia, NY	58	40
36	Olean, NY	39	38
37	Edinboro, PA	5	0
38	Smethport, PA	5	5
40	Sylva, NC	17	13
50	Morehead, KY	33	15
51	Hazard, KY	5	4
55	Somerset, KY	21	18
60	Athens, GA	17	15
Total		608	458

TABLE 3

BACKGROUND CHARACTERISTICS OF THE PARTICIPANTS
GIFTED/TALENTED WORKSHOP

Characteristics	Frequency	Percent**
Sex		
Female	334	77%
Male	100	23%
No response	14	
Community in which they work*		
Rural	284	67%
Urban	76	18%
Suburban	66	15%
No response	23	
Position held in 1977/78 year		
Elementary teacher	160	36%
Junior high teacher	24	5%
Senior high teacher	30	7%
Special education teacher	21	5%
School counselor	14	3%
Curriculum developer	11	2%
Administrator	39	9%
Other Educational Personnel	62	14%
Parent	47	11%
Other	34	8%
No response	6	

* Includes one participant who marked two options.

**Percents do not include no responses.

Several participants commented that the pretaped program, while a good overview and introduction to the gifted, was not specific enough. Suggestions for improvement included more concrete examples and less theoretical material. The following are representative of the comments made by the participants.

"Very interesting, but more examples and experiences of the children would have been helpful."

"We need specifics not theories."

"Good as an overview - need more depth in many areas."

The site monitors' ratings of student satisfaction with the pretaped portion of the workshop was somewhat higher than the participants' ratings. Overall, they rated participant satisfaction as being very good (average rating = 4.27).

Reaction to the Interactive Seminar

The participants reacted to the seminar moderator and to the answers they received during the interactive seminar. They also rated the overall value of the seminar. The majority of those responding (78%) felt that the seminar moderator was fine. The most frequent recommendation for improvement was that the moderator provide occasional summary statements. The audience reacted less positively to the answers received during the seminar with only 48% of the participants responding that the answers to the questions were fine. The most frequent suggestions for improvement were more frequent use of specific examples and more direct answers to the questions. The overall rating for the seminar was slightly higher than for the pretaped portion of the program. The seminar received an average rating of 3.72 which is between "good" and "very good."

The comments made by the participants were generally favorable as the following representative statements indicate.

Several participants commented that the tape, while a good overview and introduction to the gifted, was not specific enough. Suggestions for improvement included more concrete examples and less theoretical material. The following are representative of the comments made by the participants.

"Very interesting, but more examples and experiences of the children would have been helpful."

"We need specifics not theories."

"Good as an overview - need more depth in many areas."

Site monitors rated participant satisfaction with the interactive seminar as very good with an average rating of 4.26. They also rated the participant satisfaction with the ancillary materials highly with an average rating of 4.42 which is between "very good" and "excellent."

Attainment of Objectives

The program was designed around several specific objectives which the participants were expected to achieve as a result of participating in the workshop. These objectives were:

1. Identify characteristics of multidimensional gifted and talented children.
2. Describe specific models for large and small-group teaching of gifted and talented children.
3. Distinguish questions that tap different levels of thinking, i.e. cognicive, convergent, divergent, and evaluative.
4. Demonstrate an awareness of different kinds of talents and the importance of identifying and providing for the gifted and talented children.

The first objective, being able to identify characteristics of multidimensional gifted and talented children, was measured with three true-false questions. Participants achieved an accuracy level of 98% for two of these items and 89% for the third item. The second objective, being able to

describe specific models for large and small-group teaching of gifted and talented children, was achieved with an accuracy level of 95%. The third objective, being able to distinguish questions that tap different levels of thinking was measured by asking participants to match several questions according to what type of questions they were, i.e. cognitive, convergent, divergent, or evaluative. Participants were able to correctly identify the cognitive question 87% of the time, the divergent question 80% of the time, the convergent statement 77% of the time, and the evaluative statement 67% of the time. Those who responded incorrectly tended to confuse divergent and evaluative statements which are somewhat similar.

The last objective, demonstrating an awareness of different kinds of talents and the importance of identifying and providing for gifted and talented children was measured with several attitudinal statements which the student rated on a 1 to 5 scale where 1 = strongly disagree and 5 = strongly agree. The participants were asked whether, as a result of participating in this workshop, they had a greater appreciation for non-academic talents. They also responded to several statements which asked whether they planned to use any of the several identification and teaching techniques presented. The ratings for all these items were between 3.93 and 4.35 which is "moderately agree". Seventy-one percent of the participants felt they had a greater appreciation for non-academic talents as a result of the program, 73% stated that they planned to use the identification techniques presented, and 86% said they planned to use the teaching techniques presented.

Overall, both the cognitive and attitudinal objectives were achieved by the majority of the participants.

Technical Aspects

The participants rated the quality of the audio and video reception during the program and the site monitors rated the technical functioning of the equipment used during the broadcast. The participants rated the clarity of the picture as "very good" (average rating = 3.85). The quality of the sound received an average rating of 3.32 which is between "good" and "very good".

Table 4 presents the site monitor's ratings of the equipment functioning. Malfunctions were reported at Petersburg, WV, Wheeling, VW, Olean, NY, Sylva, NC, Hazard, KY and Morehead, KY. At Petersburg, the picture was slightly distorted throughout the broadcast. Wheeling reported very poor reception in general. Olean, Sylva, Hazard, and Morehead reported audio malfunctions. At Morehead, a participant accidently pulled out a plug and at Sylva the distorted sound was due to a faulty monitor. Hazard reported somewhat muffled, but audible sound. Olean experienced poor sound at the beginning of the broadcast.

Needs Assessment Information

In order to determine possible topics for future programs in the area of teaching the gifted and talented, participants responded to several topics in terms of their interest in attending programs on these topics. They rated each topic on a 1 to 5 scale where 1 = no interest and 5 = great interest. The results indicated above average interest in all the topics rated. These ratings are presented in Table 5. The strongest interest was expressed in the area of differentiated curriculum for gifted and talented.

Participants also indicated their interest in additional programs on the topic of gifted and talented children. Ninety-three percent of the participants indicated that they were interested in attending a workshop

TABLE 4

SITE MONITOR'S RATINGS OF EQUIPMENT FUNCTIONING
GIFTED/TALENTED WORKSHOP

	Site	Video	Audio
06	Greenbelt, SC*	---	---
08	Scooba, MS*	---	---
09	Tupelo, MS	5 x 5	3 x 3
10	Huntsville, AL	5 x 5	3 x 3
11	Rainsville, AL	5 x 5	3 x 3
14	Rome, GA	4 x 4	2 x 2
18	Cookeville, TN	5 x 5	3 x 3
19	McMinnville, TN	5 x 5	3 x 3
20	Norton, VA	5 x 5	3 x 3
21	Stickleyville, VA	5 x 5	3 x 3
25	Cumberland, MD	5 x 5	3 x 3
26	McHenry, MD	5 x 5	3 x 3
27	Romney, WV	5 x 5	3 x 3
28	Petersburg, WV	4 x 4	3 x 3
30	Hagerstown, MD	4 x 4	3 x 3
31	Bethany, WV*	---	---
32	Wheeling, WV*	poor reception	poor reception
35	Fredonia, NY	5 x 5	3 x 3
36	Olean, NY	5 x 5	2 x 2
37	Edinboro, PA*	---	---
38	Smethport, PA	5 x 5	3 x 3
40	Sylva, NC	3 x 4	2 x 3
50	Morehead, KY	4 x 5	3 x 3
51	Hazard, KY*	---	---
55	Somerset, KY	5 x 5	3 x 3
60	Athens, OH	3 x 3	3 x 3

*Report received but not completed.

No reports received from:

01 Lexington, KY
12 Guntersville, AL

TABLE 5

RANK ORDERING OF TOPICS OF INTEREST FOR FUTURE PROGRAMS IN TEACHING THE GIFTED AND TALENTED

Topic	Mean
Differentiated curriculum for gifted and talented	4.43
Administrative problems, such as grouping, itinerant teachers, friends, legislation, and staff development	4.17
Underachieving gifted	4.15
Social and emotional health among gifted and talented children	4.07
Identification models available	3.99
Culturally different gifted and talented	3.78

on the topic and 71% said they would be interested in participating in a 3-hour graduate or undergraduate credit course.

Conclusions

The workshop on the gifted and talented was attended by 608 participants at 28 sites. The group represented primarily female educators who were employed in rural communities. The participants reacted to the pretaped program and live, interactive seminar, several attitudinal and cognitive questions, the technical quality of the program, and possible topics for future programs.

The taped portion of the program was rated between good and very good. The most frequent criticism was that the film was not specific enough. The seminar also received an overall rating between good and very good. Suggestions for improvement were more direct answers to the questions and more frequent use of specific examples. Site monitors rated student satisfaction with all aspects of the program between very good and excellent.

Equipment malfunctions were reported at six sites but most were minor distortions which did not interrupt the broadcast. The needs assessment information indicated a high interest in all areas of teaching the gifted, with the most interest expressed in curriculum development for the gifted.

CHILD ABUSE: INITIAL ISSUES AND TREATMENT OPTIONS

October 17 and 31, 1977

Deborah Daugherty and Donna M. Mertens

Introduction

Public awareness of the problem of child abuse has generated a need for information regarding the nature of child abuse, prevention, and the legal concept of "children's rights". The concept of prevention by education has recently received the public's attention.

Current research suggests a startling lack of "children's rights" (Gil, 1970). Gil's findings indicated that of 12,000 physical abuse incidents reported in 1967 and 1968, 3.4% resulted in death and 4.6% in permanent damage. The study also found that prior to the reported incident of abuse, 29% of the abused children had deficiencies in social interaction, 14% in physical function, and 8% in intellectual function. Martin et al. (1974) followed up on 57 abused children and found nearly 53% of these children showed some signs of central nervous system damage. The most serious abuse occurs in the preschool years. Since nurses, social workers, and preschool teachers, as well as related paraprofessionals, have the greatest contact with parents and children during the preschool years, these persons should assume responsibility for the prevention of abuse and for the education role in the community.

In July 1977, the Appalachian Education Satellite Program (AESP) conducted a two-part workshop to meet the need for information about child abuse. The workshop was aimed primarily at the establishment of preventive programs. The programs were also designed to create an

understanding of what child abuse is as well as the issues surrounding it. This included such issues as how child abuse occurs, the child protection laws, and an understanding of the role of the medical profession in dealing with the problem. The program also presented two interrelated treatment options: the use of parent aides and multidisciplinary teams. The results of this first series of workshops are reported in AESP Technical Report #18 (Perritt and Mertens, 1977).

In October, 1977 a second workshop was conducted by AESP for the purpose of continuing to address the problem of child abuse. This workshop was also a two-part series dealing with initial issues in child abuse and gave some perspectives on treatment. These programs were designed to present information concerning the prevention of physical and emotional damage resulting from child abuse.

Format of Workshops

The workshops were presented as a two-part series. Both programs included presentation of films, a panel discussion, and an interactive seminar.

A 30-minute film entitled: "Child Abuse and Neglect: A Parent's Perspective" developed by the Family Life Development Center in cooperation with the Educational Television Center at Cornell University was shown in the first program. This was broadcast from the University of Kentucky television studios over the ATS-6 Satellite system. The film consisted of interviews with six women who have or potentially might have abused their children. At the completion of the film, panel members provided brief statements concerning characteristics of abusive parents, legal perspectives of child abuse, medical identification of child abuse, and national child abuse resources.

The second session of the series dealt with treatment options where child abuse has been or is likely to be a problem. Two films were shown. The first, "Child Abuse: A Perspective on Parent Aides", presented a discussion among six women who had been or were currently parent aides. They discussed their feelings about going into a home the first time, the specific actions they take with parents in order to provide a nurturing home, and their need for ongoing support to continue their work. A short transition into a second film entitled "Child Abuse: A Treatment Perspective" was made by the moderator. This film presented a dramatization of a multi-disciplinary treatment team at which the parents were present and illustrated the interaction that occurs when different professions work with parents in trying to create a changed life for abusive parents. At the conclusion of these two films panel members provided brief comments about their roles in a treatment team.

Participants were then given an opportunity to direct questions to panel members located in the television studios in Lexington, Kentucky. The seminars were produced by AESP's Media Services Component in the University of Kentucky Television Studios. The panel for the first session consisted of the following persons:

Diane Meier-Erne, Director of the Alliance Project, Syracuse, New York

Mary Way, Public Health Nurse, Pompey, New York

Frank Harrigan, Lawyer and Supervisor of the Children's Protective Service, Syracuse, New York.

The panel members for the second session included:

Diane Meier-Erne, Director of the Alliance Project, Syracuse, New York

Sue Spier, Child Protective Consultant, Syracuse, New York

Pat Stiles, Public Health Nurse, Matydale, New York

Ms. Meier-Erne served as the moderator for both sessions.

During the interactive seminars, participants could submit questions by telephone, teletype, or the ATS-3 system.

Each participant also received printed material designed to supplement the material presented in the television program.

At the end of the seminars, the site monitors collected an evaluation form that each participant completed which provided information concerning their background characteristics, their reactions to the films and the interactive seminars, and the technical quality of the presentations. The participants also responded to several questions designed to measure the attainment of specific cognitive and affective objectives, and to several questions designed to ascertain their interest in future programs in human resource areas. This information forms the basis for the remainder of this report.

Background Characteristics of Viewers

Participant reaction for each session was analyzed separately. The first session was attended by 431 persons and the second by 213 with 331 and 180, respectively completing forms for the programs. This increased substantially from a viewing total of 423 participants for both of the summer sessions. The frequency of participants by site and session is presented in Table 6 and the characteristics of participants for each session are presented in Table 7.

The participants for each session were similar in regard to sex, position held, and the type of community in which they worked. The majority of the participants in the first session were females (82%) who worked in rural communities (63%). The second session was attended by a

TABLE 6

FREQUENCY OF PARTICIPANTS BY SITE BY SESSION
CHILD ABUSE WORKSHOPS

Site		Session I		Session II	
		Number registered	Number completing Forms	Number registered	Number completing Forms
06	Greenville, SC	4	4	6	3
08	Scooba, MS	6	4	2	0
09	Tupelo, MS	48	45	10	10
10	Huntsville, AL	16	14	10	10
11	Rainsville, AL	10	10	3	3
12	Guntersville, AL	14	14	7	7
13	Gadsden, AL	28	18	14	14
14	Rome, GA	14	10	5	5
15	LaFollette, TN	7	7	0	0
16	Tazewell, TN	1	1	0	0
17	Johnson City, TN	5	4	8	7
18	Cookeville, TN	2	2	8	0
19	McMinnville, TN	3	3	0	0
20	Norton, VA	13	12	9	8
21	Stickleyville, VA	3	3	0	0
22	Boone, NC	16	7	10	1
25	Cumberland, MD	7	5	12	11
26	McHenry, MD	2	2	2	2
27	Romney, WV	46	0	18	18
28	Petersburg, WV	2	2	3	3
30	Hagerstown, MD	7	0	0	0
31	Bethany, WV	2	2	0	0
32	Wheeling, WV	28	28	0	0
35	Fredonia, NY	28	25	16	16
36	Olean, NY	11	11	0	0
37	Edinboro, PA	10	10	2	0
38	Smethport, PA	5	5	6	6
40	Sylva, NC	7	7	4	4
45	Gainesville, GA	17	16	0	0

TABLE 6 -- CONTINUED

Site	Session I		Session II	
	Number registered	Number completing Forms	Number registered	Number completing Forms
50 Morehead, KY	15	12	13	12
51 Hazard, KY	20	20	13	13
55 Somerset, KY	23	18	27	22
60 Athens, OH	11	10	5	5
Total	431	331	213	180

majority of females (82%) working in rural communities (69%) also. Of those who responded to the occupation item, about one fourth represented school personnel such as teachers and administrators. The majority were employed in other human resource areas such as social work and nursing. The greatest decrease in attendance from the first session to the second session occurred for elementary school teachers (35 and 11 respectively) and nursing personnel (50 and 21 respectively). The receiving site personnel attributed this mainly to scheduling conflicts.

Reaction to the Films

For the first session, the participants were asked to rate the film "Child Abuse and Neglect: A Parent's Perspective" according to its value as a source of stimulation for the seminar discussion and to rate its overall value. They used the following scale to indicate their responses: 1 - excellent, 2 - very good, 3 - good, 4 - fair, and 5 - poor. As a source of stimulation for the seminar discussion, the audience rated the first session's film as being between "very good" and "good" (average rating = 2.62). The participants overall rating of the first film was also between "good" and "very good" (average rating = 2.44).

TABLE 7

BACKGROUND CHARACTERISTICS OF THE PARTICIPANTS BY SESSION
CHILD ABUSE WORKSHOPS

Characteristics	Session I		Session II	
	Frequency	%	Frequency	%
Sex				
Female	270	82%	147	82%
Male	56	17%	31	17%
No response	5	2%	2	1%
Community in which they work				
Rural	208	63%	125	69%
Urban	62	19%	34	19%
Suburban	34	10%	13	7%
No response	27	8%	8	4%
Position held during the 1976-77 academic year				
Education:		26%		25%
Elementary school teacher	35		11	
Administrator	12		5	
Senior high teacher	8		9	
Teacher aide	1		4	
Preschool teacher	5		3	
Special education teacher	4		0	
Middle school teacher	10		8	
Day care center worker	1		0	
Adult education	1		2	
College instructor	8		2	
Other	2		1	
Other human resources:		39%		43%
Social worker	58		41	
Nursing personnel	50		21	
Counselor; psychologist	12		9	
Extensive aide	1		0	
Outreach worker	3		1	
Parent aide	3		3	
Other	3		3	
Other:		29%		29%
Student	71		41	
Law enforcement	4		2	
Pastor	2		1	
Parent	2		3	
Homemaker	1		2	
Attorney	2		0	
Other	14		4	
No response	18	5%	4	2%

The two films shown during the second session were also rated according to their value as a source of stimulation for seminar discussion. The first film, "Child Abuse: A Perspective on Parent Aides," received a rating between "good" and "very good" (2.55) and the film "Child Abuse: A Treatment Perspective," was rated between "very good" and "good" (2.39), also. Overall rating of the films were between "very good" and "good" with an average rating of 2.55 and 2.41 respectively.

The comments made by the participants during the first session were generally favorable, although some indicated the tape was not specific enough.

"The taped program was excellent."

"Should have used more specific examples."

"Good, but quite general."

"I would like to hear more examples."

"The taped program could have given more specific information."

The comments during the second session suggest that technical difficulties may have contributed to the lower ratings than those given during the summer delivery.

"The video was hard to see"

"Tape was difficult to see"

"Need to summarize more often"

"Need clearer video and audio for comment"

"Good"

"I learned a great deal about the types of child abuse"

Reaction to the Interactive Portion of the Program

The participants were asked to react to the moderator and the answers they received during the interactive portion of the program. They were also asked to provide an overall evaluation of the interactive portion of the program. The majority of the participants at both sessions felt the moderator was fine (72% and 71% respectively). The most frequent suggestion for improvement at the first session was that the moderator provide occasional summary statements and answer fewer questions herself. The most frequent criticism of the second session was, also, that the moderator should have used summary statements occasionally.

Slightly less than half the participants at both sessions felt the answers they received during the interactive portion were fine (43% and 45% respectively). The most frequent suggestions for improvement at both sessions were the use of more specific examples and more direct answers to questions. Overall, both interactive portions received ratings between "good" and "very good" (average ratings = 2.49 and 2.58 respectively).

Attainment of Objectives

Several specific objectives were defined for each program. These were as follows:

Workshop #1: The participant should be able to:

1. Recognize the physical and psychological characteristics of abusive families;
2. Identify the national resources available for coping with the child abuse problem;
3. Recognize required reporting procedures mandated by child abuse legislation.

Workshop #2: The participant should be able to:

1. Identify the roles of members of a treatment team including parent aides, family members, child protection workers, and medical personnel;

2. Recognize the importance of involving all of the members of the multidisciplinary team and of adhering to the philsophy of the team approach.

The first objective, recognizing the physical and psychological characteristics of abuse, was measured by asking participants to identify characteristics that indicated abuse. A past history of abuse was correctly identified by 91% of the participants, being in the middle of a crisis by 90%, isolation by 81%, and unrealistic expectations for children by 62%. Ninety-four percent of the participants correctly identified unusual patterns of bruises as indicative of an abused child, 66% identified a history of accidents, and 59% identified rope burns on the wrists.

The second objective, identifying national child abuse resources was achieved by 81% of the respondents. In relation to the third objective, recognizing required reporting procedures, 80% felt doctors should tell parents when they were going to report them to Children's Protective Service and 81% knew that most states have penalties for failure to report known child abuse cases.

For the second session, the first objective, identifying the roles of the members of a treatment team, 86% of the participants identified being open-minded and non-judgmental, 86% identified teaching through role modeling, and 52% identified always being on call to their families during a crisis. The second objective, recognizing the importance of involving all the team members and adhering to the philosophy of the team approach, was measured cognitively and affectively.

Sixty-nine percent of the participants knew that when a multidisciplinary team approach is used the team members decide together whether or not the child remains in the home. Forty-four percent of them strongly agreed and 50% moderately agreed that parents should be at team meetings, 55% agreed that treatment planning is more effective with a multidisciplinary team, and 79% felt that it is not too much trouble to organize and work with other people on a team.

Technical Aspects

AESP site monitors rated the technical functioning of the equipment used in the programs and participants rated the quality of the reception of the audio and video signals during the programs. The site monitors' ratings of the equipment are presented in Table 8.

The ATS-6 system operated efficiently during the first session, however, local factors did cause technical problems at four sites. Scooba, MS reported audio trouble during the first session and this was corrected locally. Greenville, SC did not complete either session due to degenerating video problems during the programs. Romney, WV reported poor audio and video strength but gave no reason for the difficulty. Gadsden, AL was unable to see the broadcast, however, they had taped the earlier North delivery and replayed that tape. Sylva, NC; Edinboro, PA; Cookeville, TN; and Rome, GA, reported no video or audio strength during the second session. Romney, WV reported no audio strength and barely perceptible video strength. The video and audio problems resulted from an unstable pointing of the ATS-6 spacecraft during the South delivery.

Overall, for both programs the site monitors rated the video reception as having between no and barely perceptible distortion. The average ratings by participants of the clarity of the picture were between good

TABLE 8

SITE MONITOR'S RATINGS OF EQUIPMENT FUNCTIONING
CHILD ABUSE WORKSHOPS

Site		Session I		Session II	
		Audio	Video	Audio	Video
06	Greenville, SC	1 x 1	1 x 1	1 x 1	1 x 1
08	Scooba, MS	1 x 1	5 x 5	2 x 2	5 x 5
09	Tupelo, MS	2 x 2	4 x 4	2 x 2	3 x 3
10	Huntsville, AL	report not completed		2 x 2	3 x 3
11	Rainsville, AL	3 x 3	5 x 5	3 x 3	5 x 5
12	Guntersville, AL	3 x 3	5 x 5	3 x 3	4 x 4
13	Gadsden, AL	1 x 1	1 x 1	3 x 1	4 x 4
14	Rome, GA	2 x 2	4 x 4	1 x 1	1 x 1
15	LaFollette, TN	report not completed		no participants	
16	Tazewell, TN	3 x 3	5 x 5	no participants	
17	Johnson City, TN	3 x 3	3 x 3	3 x 3	5 x 5
18	Cookeville, TN	3 x 3	5 x 5	1 x 1	1 x 1
19	McMinnville, TN	3 x 3	5 x 5	no participants	
20	Norton, VA	3 x 3	5 x 5	3 x 3	5 x 5
21	Stickleyville, VA	3 x 3	5 x 5	no participants	
22	Boone, NC	report not completed		report not completed	
25	Cumberland, MD	3 x 3	5 x 5	3 x 3	5 x 5
26	McHenry, MD	3 x 3	5 x 5	3 x 3	5 x 5
27	Romney, VW	2 x 2	2 x 2	1 x 1	2 x 2
28	Petersburg, WV	3 x 3	5 x 5	3 x 3	5 x 5
30	Hagerstown, MD	3 x 3	5 x 5	no participants	
31	Bethany, WV	report not completed		3 x 3	5 x 5
32	Wheeling, WV	report not completed		no participants	
35	Fredonia, NY	3 x 3	5 x 5	3 x 3	3 x 3
36	Olean, NY	3 x 3	5 x 5	no participants	
37	Edinboro, PA	3 x 3	4 x 4	1 x 1	1 x 1
38	Semthport, PA	3 x 3	5 x 4	3 x 2	5 x 4
40	Sylva, NC	3 x 3	3 x 4	1 x 1	1 x 1
45	Gainsville, GA	report not completed		no participants	

TABLE 8 -- CONTINUED

Site	Session I		Session II	
	Audio	Video	Audio	Video
50 Morehead, KY	3 x 3	4 x 5	3 x 3	4 x 5
51 Hazard, KY	3 x 3	not reported	3 x 3	4 x 4
55 Somerset,KY	3 x 3	5 x 5	3 x 3	5 x 5
60 Athens, OH	3 x 2	5 x 5	3 x 3	5 x 5

Video Signal Rating Scale

Distortion and/or Noise Perceptibility

1. Picture content impossible to ascertain
2. Very perceptible distortion and/or noise but picture content ascertainable
3. Definitely perceptible distortion and/or noise
4. Barely perceptible distortion and/or noise
5. Imperceptible

Distortion and/or Noise Objectionableness

1. Extremely annoying
2. Very annoying
3. Definitely annoying
4. Slightly annoying
5. Not annoying

Audio Signal Rating Scale

Readability

1. Unreadable
2. Readable with difficulty
3. Readable with practically no difficulty or no difficulty

Signal Strength

1. Faint signals or very weak signals
2. Fair signals
3. Good signals or very good signals

and very good (2.34) for the first session and between fair and good (3.50) for the second session. The site monitors rated the quality of the sound for both programs readable with difficulty and the signal strength as being fair for both programs. The participant ratings of the quality of the sound were between good and very good (2.44) for the first session and between fair and good for the second session (3.40). Five of the AESP sites were equipped with VHF units designed to transmit their questions to the Lexington studio via ATS-3 and reported no malfunctions. Sites in Alabama (Huntsville, Rainsville, and Gadsden) had major difficulties with their teletype machines.

Needs Assessment Information

Participants were asked to provide input to help determine topic interests in future programs. Eighty-eight percent of the first session participants indicated an interest in participating in additional workshops and 49% indicated an interest in a graduate or undergraduate course on a human resource topic. The decreased interest in courses may be due to the large number of students and social workers who do not need additional college credit. The topics most frequently mentioned as areas of interest for future programs were child counseling and development, parenting and foster care for children, the legality of the school's role and child abuse referral services.

At the second session, 86% indicated an interest in additional workshops of this kind and 52% indicated an interest in college level courses. Thus, the expression of interest from the first session to the second remained somewhat stable.

Participants were asked to indicate the time of day that was most convenient for them to attend future programs. The results of both sessions indicated that evening was the most convenient time (86% and 73% respectively.)

Conclusions

A total of 431 persons attended the first session and 213 attended the second session of a two-part workshop on child abuse broadcast in October, 1977. The largest number of participants attending both workshops were educators, social workers and nurses. The participants at both sessions reacted to films, an interactive seminar, several cognitive and affective questions, the technical quality of the broadcast and interest in future programs. At both sessions the films were rated as being between good and very good. The seminars were rated between good and very good. Participant comments indicated that they felt the panel was well informed and that the answers to the questions were fine.

During the first session, three sites reported video difficulties which indicates a reliability of 88% for the equipment. Four sites reported audio trouble during the first session resulting in 85% reliability. The second session reported five sites experiencing audio-video trouble resulting in 79% operational reliability. The poor video reception was a result of unstable pointing of the ATS-6 spacecraft.

The needs assessment information indicated a strong interest in additional programs in human resource areas. The majority of participants preferred that workshops be held in the evenings.

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HOME ENERGY CONSERVATION: PART I AND PART II

November 7 and 14, 1977

Deborah Daugherty and Donna M. Mertens

The harsh cold of the last two winters has created an increased awareness of the need for conservation of energy. The public was reminded that energy supplies are limited and potentially exhaustible. Fuel shortages closed factories and schools during the last year and energy conservation became a national priority. The government encouraged the public to use conservation measures. Persons were asked to lower their thermostats and increase insulation in their homes in order to conserve fuel.

Homeowners lacked specific information on what measures can be taken to make their homes more energy efficient. Many were unsure how to determine what type and how much insulation is most cost effective or how to actually install insulation.

In order to provide information on specific techniques for properly "winterizing" a home, AESP offered two workshops on energy conservation. These workshops were directed primarily at the homeowner and focused on how to cut fuel costs through proper methods of insulating and ventilating all parts of the home.

These home winterization workshops were first broadcast in 1977 in August and September. The results of these workshops are reported in AESP Technical Report #18 (Perritt & Mertens, 1977). In November, 1977 a second delivery of the two workshops was conducted by AESP for the purpose of continuing education about energy conservation. This two-part workshop dealt with home insulation and ventilation and presented the homeowner with practical information on cutting fuel cost.

Format of Workshops

The workshops consisted of two sessions each including a presentation of videotapes, an interactive seminar, and distribution of printed materials.

In the first session, two 22-minute videotapes, which were developed by the Chautauqua County Energy Office in conjunction with the Chautauqua County Board of Cooperative Educational Services, were broadcast from the University of Kentucky television studios over AESP's ATS-6 satellite system. The films, entitled "Ventilation and Insulation" and "Attics: Insulation and Ventilation", discussed why and where to insulate for each part of the home, provided an assessment and demonstration of insulation materials available, and made specific recommendations for attic insulation and ventilation.

In the second session, two 22-minute videotapes, also developed by the Chautauqua County Energy Office, were presented. The films, entitled "Insulating Side Walls and Basements" and "Weatherstripping", focused on insulating low grade areas and weatherstripping of doors and windows.

At the completion of the videotapes, the participants were given an opportunity to direct questions to panel members located in the television studios in Lexington, Kentucky. These seminars were produced by AESP's Media Services Component in the University of Kentucky Television Studios. The panel for both deliveries was comprised of the following persons:

Dr. Leland Gallup, Housing Specialist of the Cornell University Extension Service;

Mr. Thomas C. Duro, Energy Information Coordinator of the Chautauqua County Energy Office in Fredonia, New York;

Mr. Bob Cusick, Area Energy Specialist in Missouri.

Dr. Gallup was moderator at both sessions.

During the interactive seminars, participants could submit questions either via the ATS-3 VHF system, by teletype or telephone.

Each participant also received printed material as a supplement to the material presented in the television program.

At the end of each seminar, the site monitors collected an evaluation form that each participant completed which provided information concerning the background characteristics of viewers, their reactions to the films and interactive seminars, and their perceptions of the technical quality of the presentations. The participants also responded to several questions designed to measure the attainment of specific cognitive objectives. This information forms the basis for the remainder of this report.

Background Characteristics of Viewers

The analysis of participant reaction was conducted separately for the two sessions. The first session consisted of 144 persons who watched the program at 21 AESP sites. The second session consisted of 81 persons who watched the program at 17 AESP sites. The frequency of participants by site for each session is presented in Table 9 and the characteristics of each of these groups is presented in Table 10.

The audience did not differ considerably along the dimensions of sex or community in which they work. At both sessions, the majority of the audience were males (83% and 79% respectively) and the majority of the participants were from rural areas (53% and 58% respectively).

Based on the occupation item, educators represented the largest number of participants at the first session but showed a decrease at the second session (25% to 18%). The number of persons employed in

TABLE 9

FREQUENCY OF PARTICIPANTS BY SITE AND BY SESSION
HOME ENERGY CONSERVATION WORKSHOPS

Site		Session I		Session II	
		Number registered	Number completing Forms	Number registered	Number completing Forms
06	Greenville, SC	9	9	0	0
09	Tupelo, MS	31	31	5	5
10	Huntsville, AL	0	0	3	3
11	Rainsville, AL	4	4	1	1
12	Guntersville, AL	3	3	3	3
13	Gadsden, AL	3	3	3	3
15	LaFollette, TN	6	6	5	5
18	Cookeville, TN	7	7		
19	McMinnville, TN	4	4	22	17
				2	2
20	Norton, VA	2	2	0	0
25	Cumberland, MD	8	6	7	5
26	McHenry, MD	1	1	0	0
28	Petersburg, WV	3	3	2	2
30	Hagerstown, MD	0	0	3	3
35	Fredonia, NY	2	2	0	0
36	Olean, NY	20	4	9	1
38	Smethport, PA	1	1	1	1
40	Sylva, NC	10	10	4	3
42	Marion, NC	12	12	0	0
45	Gainesville, GA	5	3	3	2
51	Hazard, KY	1	0	2	2
55	Somerset, KY	10	1	6	4
61	Mt. Orab, OH	2	2	0	0
TOTAL		144	114	81	62

TABLE 10

BACKGROUND CHARACTERISTICS OF THE PARTICIPANTS BY SESSION
HOME ENERGY CONSERVATION WORKSHOPS

Characteristics	Session I		Session II	
	Frequency	%	Frequency	%
Sex				
Female	19	17%	12	19%
Male	95	83%	49	79%
No response	0	0	1	2%
Community they work in				
Rural	60	53%	36	58%
Urban	28	25%	11	18%
Suburban	18	16%	7	11%
Combination	0	0	4	6%
No response	8	7%	4	6%
Occupation				
Contractors, engineers, construction personnel	16	14%	19	31%
Educators	29	25%	11	18%
Energy specialists	2	2%	2	3%
Salesman	2	2%	5	8%
Human resources	12	11%	10	16%
Retired-unemployed	4	4%	4	6%
Other	27	24%	9	15%
Student	7	6%	2	3%
No response	15	13%	0	0

energy related positions (i.e., contractors, engineers, construction personnel, and energy specialists) increased from 16% at the first session to 34% at the second session.

Reaction to the Films

The participants were asked to rate the films, described earlier in this report, according to their value as a source of practical information and to rate their overall value. The following scale was used to indicate their responses: 1 = excellent, 2 = very good, 3 = good, 4 = fair, 5 = poor.

As a source of practical information, the films viewed at the first session were rated very good (average ratings = 2.00 and 1.99). The participants' overall reactions to the films were also very good (average ratings = 2.03 and 2.13).

The films at the second session were rated between good and very good as a source of practical information (average rating = 2.18 and 2.32). Overall ratings were also between good and very good (average ratings = 2.13 and 2.34).

Comments were generally positive although several specific suggestions were offered. The comments at the first session indicated that the information was well presented, relevant, and practical. The participants at the second session felt the content was good but suggested equal emphasis be given to winterizing older homes with various geographic area needs and requirements.

Reaction to the Interactive Seminars

The participants were asked to react to the seminar moderator and to the answers they received during the seminars. They were also asked to provide their overall evaluation of the seminars. The majority of the participants at each session felt that the seminar moderator was fine (64% and 70% respectively). Several respondents at each session, however, felt that providing summary statements would have been helpful.

The participants at both sessions felt the answers they received from the panelists could have been improved (41% and 53% respectively). Comments ranged from the very favorable to the critical with specific suggestions being offered. The participants indicated that the panel was well-informed generally, but needed to use more concrete illustrations and summary statements. Representative comments are as follows:

"Very informative"

"Need more summary statements"

"Concrete examples given, would like more"

"Practical applications presented"

"Instructor was not well informed technically to present a good program. I think he confused students."

The overall rating of the seminars was between good and very good (average ratings = 2.24 and 2.26 respectively).

Attainment of Objectives

Several specific cognitive objectives were developed for the two sessions. These were as follows:

Workshop #1: The participants should be able to:

1. Identify why and where to insulate for each part of the home;
2. Recognize different types of insulation materials and their advantages and disadvantages;

3. Recognize effective methods for insulating and ventilating an attic.

Workshop #2: The participants should be able to:

1. Recognize appropriate methods for insulating walls and crawl spaces;

2. Identify appropriate procedures for weatherstripping doors and windows.

The first objective, identifying why and where to insulate for each part of the home, was measured by two questions in which participants were asked to identify reasons for insulating their homes. All of the participants were able to recognize at least one reason for insulating; 88% identified two reasons and 52% identified all three reasons listed. Participants were also asked to identify reasons why ventilation is important. Seventy-four percent of the participants were able to identify at least one item corectly and 42% identified both reasons listed.

The second objective, recognizing different types of insulation materials and their advantages and disadvantages, was measured by two true-false items. Ninety-two percent of the respondents knew that two potential problems associated with plastic foam insulation are shrinkage and lingering fumes and 85% knew that batts and blankets are good types of insulation because they maintain a consistent thickness.

The third objective, recognizing effective methods for insulating and ventilating an attic was measured by two items. Seventy-three percent of the participants knew that attic insulation should extend over the wall plate but should not fill in the entire rafter space and 79% of the participants knew how much ventilation space is necessary for proper ventilation.

The first objective for the second session, recognizing appropriate methods for insulating walls and crawl spaces, was measured by means of three items. Ninety-three percent of the participants knew that a vapor barrier is necessary when insulating walls. Forty-one percent of the participants correctly identified rigid insulation as most appropriate for basement insulation because it is nonflammable. Only 34% of the participants responded correctly to an item concerning the width of stud spaces in relationship to the size of the vapor barrier.

The second objective, identifying appropriate procedures for weather-stripping doors and windows, was measured by three items. Eighty-four percent of the participants knew that rigid plastic is more durable than plastic sheets and 83% of the participants knew that weatherstripping should be applied around the perimeter of all exterior doors and windows. Eighty-four percent of the participants knew that metal strips are the most functional and durable weatherstripping material.

Overall, the objectives were successfully achieved by participants at both sessions of this delivery, with the exception of the first objective for session two. One explanation for these results is that the questions associated with this objective were ambiguous and may have been difficult to understand.

Technical Aspects

AESP site monitors rated the technical functioning of the equipment used in the program. Participants rated the quality of the reception of the audio and video signals during the program. Table 11 presents the site monitors ratings of the equipment functioning. The ATS-6 system operated with 100% reliability during the first session. At the second session five sites reported technical difficulties (Huntsville, AL;

TABLE 11

SITE MONITOR'S RATINGS OF ATS-6 SYSTEM'S EQUIPMENT
HOME ENERGY CONSERVATION WORKSHOPS

Site	Session I		Session II	
	Audio	Video	Audio	Video
06 Greenville, SC	3 x 3	3 x 3	no participants	
09 Tupelo, MS	3 x 3	5 x 5	3 x 3	5 x 5
10 Huntsville, AL	no participants		1 x 1	2 x 2
11 Rainsville, AL	3 x 3	5 x 5	3 x 3	5 x 5
12 Guntersville, AL	3 x 3	4 x 4	3 x 3	4 x 4
13 Gadsden, AL	3 x 3	5 x 5	3 x 3	5 x 5
15 LaFollette, TN	3 x 3	3 x 3	3 x 3	3 x 3
18 Cookeville, TN	3 x 3	5 x 5	3 x 3	5 x 5
19 McMinnville, TN	3 x 3	5 x 5	3 x 3	5 x 5
20 Norton, VA	3 x 3	5 x 5	no participants	
25 Cumberland, MD	3 x 3	5 x 5	3 x 3	5 x 5
26 McHenry, MD	3 x 3	5 x 5	no participants	
28 Petersburg, WV	3 x 3	5 x 5	3 x 3	5 x 5
30 Hagerstown, MD	no participants		3 x 3	5 x 5
35 Fredonia, NY	3 x 3	4 x 4	no participants	
36 Olean, NY	3 x 3	5 x 5	2 x 2	5 x 5
38 Smethport, PA	3 x 3	5 x 5	3 x 3	5 x 5
40 Sylva, NC	3 x 3	5 x 5	2 x 2	3 x 3
42 Marion, NC	3 x 3	5 x 5	no participants	
45 Gainesville, GA	3 x 3	4 x 5	1 x 1	1 x 1
51 Hazard, KY	3 x 3	4 x 4	2 x 2	3 x 4
55 Somerset, KY	3 x 3	5 x 5	3 x 3	5 x 5
61 Mt. Orab, OH	3 x 3	5 x 5	no participants	

Video Signal Rating Scale

Distortion and/or Noise Perceptibility

1. Picture content impossible to ascertain
2. Very perceptible distortion and/or noise but picture content ascertainable
3. Definitely perceptible distortion and/or noise
4. Barely perceptible distortion and/or noise
5. Imperceptible

Distortion and/or Noise Objectionableness

1. Extremely annoying
2. Very annoying
3. Definitely annoying
4. Slightly annoying
5. Not annoying

Audio Signal Rating Scale

Readability

1. Unreadable
2. Readable with difficulty
3. Readable with practically no difficulty or no difficulty

Signal Strength

1. Faint signals or very weak signals
2. Fair signals
3. Good signals or very good signals

Olean, NY; Sylva, NC; Gainesville, GA; Hazard, KY. These sites reported both audio and video trouble resulting in a reliability of 71% for the second session. The audio and video trouble resulted from a problem with the satellite not pointing properly to these sites.

Overall, the site monitors rated the video reception at both sessions as having between no and barely perceptible distortion. The objectionableness of the distortion was rated as between "not annoying" and "slightly annoying." The participants rated the clarity of the first session's picture between excellent and very good (average rating = 1.79) and the clarity of the picture at the second session was rated very good (average rating = 2.18).

At both sessions, the site monitors rated the quality of the sound as readable with practically no or no difficulty and the signal strength as good. The participants of the first session rated the quality of sound received between excellent and very good (average rating = 1.70). At the second session, the participants rated the quality of the sound between good and very good (average rating = 2.13).

Conclusions

A total of 144 persons attended the first session and 81 attended the second session of a two-part workshop on home energy conservation in November, 1977. The majority of participants attending both workshops were male and living in a rural area. The largest number of participants in the first session were educators (25%) and during the second session, the majority of participants were construction personnel (31%).
The participants reacted to videotapes, interactive seminars, several cognitive questions and the technical quality of the broadcast. The participants rated the films as very good for both sessions. The

seminars were rated between good and very good. Suggestions for improvement were the use of more specific examples and summary statements by the moderator.

The cognitive objectives for the workshops were achieved by the majority of the participants, with the exception of one objective at the second session. This may have been due to the ambiguity of the items that were designed to measure the attainment of this objective.

The ATS-6 system operated with a reliability of 100% at the first session. During the second session, five sites reported audio-video difficulties. These malfunctions were apparently due to problems pointing the satellite during the broadcast.

FINANCIAL RESOURCES, CREDIT NEEDS, AND JOBS CREATION IN APPALACHIA

November 11, 1977

Lea J. Perritt and Donna M. Mertens

Introduction

The Congressional Rural Caucus (CRC) is a group of individuals who are concerned with financial development in rural areas. The CRC is a bipartisan group of approximately 100 members of the U.S. House of Representatives and an Advisory Team composed of over 60 organizations representing interests of importance to rural America. The CRC is chaired by Representative John B. Breckinridge (Democrat, Kentucky) and vice-chaired by Representatives James T. Broyhill (Republican, North Carolina) and Ed Jones (Democrat, Tennessee).

At the 1st session of the 95th Congress, the CRC presented a $16.4 billion rural development program. The caucus leaders contend that a tenfold expansion of already proven loan and grant programs, administered through the Farmers Home Administration (FmHA) and Small Business Administration (SBA) has the potential of creating some 3 million jobs in the private sector without deficit financing. By expanding the tax base in towns, small cities, and rural areas, the CRC projects the realization of a "dollar profit for a dollar invested" to the American tax payer.

On November 10-11 the CRC sponsored the first Congressional Rural Conference hearing. The purpose of this hearing, which was held at the University of Kentucky in Lexington, Kentucky, was to identify the credit needs of businesses and individuals in the Appalachian region.

As a part of this conference hearing, the Appalachian Education Satellite Program (AESP) cooperated in the development and delivery of a workshop on financial resources, credit needs, and jobs creation in Appalachia.

This workshop, which was planned jointly by the CRC and AESP, was designed to accomplish two major purposes:

1. to identify the credit needs of businesses and individuals in Appalachian towns, small cities, and rural areas in order to maximize the the flow of private credit and the utilization of FmHA and SBA loan and grant programs; and

2. to provide information about the mechanics of developing these programs, and to respond to questions or problems workshop participants have had in securing loans and grants.

Format of the Workshop

The program included panel presentations, an interactive seminar, and distribution of related printed materials. The panel was comprised of the following persons:

John B. Breckinridge, Democratic Representative from the 6th district in Kentucky.

Embree K. Easterly, President, Capital Bank and Trust Company, Baton Rouge, Louisiana.

Vernon Weaver, Director of the Small Business Administration.

Alex Mecure, Assistant Secretary for Rural Development, U.S. Department of Agriculture.

William D. Allison, Deputy Director, Community Services Administration.

Michael Koleda, Director, White House Conference on Balanced National Growth and Economic Development.

Dan Harrington, Economic Development Administration.

After opening remarks from Congressman Breckinridge, there was a presentation by each panel member on his agency's role in regard to the jobs creation package proposal. Following these presentations, partici-

pants were given an opportunity to direct questions via teletype or telephone to the panel members who were located in the television studios in Lexington, Kentucky. The seminar was produced by AESP's Media Services Component in the University of Kentucky television studios.

Each participant also received a packet of pertinent information from the Farmers Home Administration, the Small Business Administration, and the Department of Agriculture which was designed to supplement information presented during the program.

At the end of the program, participants completed an evaluation form which provided information concerning the background characteristics of the audience and their reactions to the program. They were also asked to complete questions concerning their previous experiences as a borrower and/or lender of funds. This information forms the basis for the remainder of this report.

Background Characteristics of Viewers

A total of 175 persons attended the workshop and 104 of these persons (59%) completed the evaluation form. This small number of returns is due to the cancellation of the program, because of technical difficulties, at Somerset, KY, where 49 persons were registered. The frequency of participants by site is presented in Table 12 and the characteristics of the audience are presented in Table 13.

The majority of the respondents (78%) were males and worked in rural communities (73%). The respondents most frequently identified themselves as representing a college or university (37%) or small business (21%). A significant portion (22%) represented other groups such as planning agencies, business consultants and private citizens.

TABLE 12

FREQUENCY OF PARTICIPANTS AND RESPONDENTS BY SITE
FINANCIAL RESOURCES, CREDIT NEEDS, AND JOBS CREATION IN APPALACHIA WORKSHOP

Site		Number registered	Number completing forms
01	Lexington, KY	2	0
09	Tupelo, MS	32	29
11	Rainsville, AL	4	4
13	Gadsden, AL	5	5
18	Cookville, TN	6	5
20	Norton, VA	4	4
25	Cumberland, MD	16	16
26	McHenry, MD	21	12
28	Petersburg, WV	3	0
31	Bethany, WV	5	6
35	Fredonia, NY	5	5
38	Smethport, PA	2	2
40	Sylva, NC	6	6
45	Gainesville, GA	4	1
50	Morehead, KY	3	3
51	Hazard, KY	8	6
55	Somerset, KY	49	0
	Total	175	104

TABLE 13

BACKGROUND CHARACTERISTICS OF THE PARTICIPANTS
FINANCIAL RESOURCES, CREDIT NEEDS, AND JOBS CREATION IN APPALACHIA WORKSHOP

Characteristics	Frequency	Percentage
Sex:		
Male	81	78%
Female	23	22%
Community in which they work:		
Rural	76	73%
Urban	19	18%
Suburban	9	9%
Group they represent:		
College or university	39	38%
Small business	22	21%
Bank or savings and loan	8	8%
Agribusiness	5	5%
Secondary or elementary school	3	3%
Local politician	2	2%
University extension agent	1	1%
Local press	1	1%
Other	23	22%

Reaction to the Panel Presentations

The participants were asked to rate the value of the panel presentations in making clear the impact of the jobs creation package and their overall value. Using a 1 to 5 scale where 1 = strongly agree and 5 = strongly disagree, the respondents moderately agreed that the panel presentations made clear the impact of the jobs creation package (average rating = 2.17). The panel presentations received an overall rating of 2.49 which is between "very good" and "good" (1 = excellent and 5 = poor).

Most of the comments made by the participants indicated that too much time was spent introducing the guests and discussing backgrounds. Representative of such comments were:

"Introduction of guests took too long - not necessary for us to know their life history."

"Lengthy presentation of panelists had a tendency for interest to be withdrawn."

"Too much time spent on credentials of panel."

"No talk about the guests so much."

"Should have used introduction time for questions and answers."

Reaction to the Interactive Seminar

The participants were asked to react to the moderator and to the answers to questions they received. They were also asked to provide an overall evaluation of the panelists and the seminar. The majority of the respondents (56%) thought that the seminar moderator was fine. The most frequent suggestions for improvement were that the moderator keep the seminar moving at a faster pace so that more questions could be answered and that he provide occasional summary statements. The audience was less positive about the answers to the

questions they received with only 22% agreeing that the answers were fine. The most frequent suggestions for improvement were more frequent use of specific examples and more direct answers to questions. The overall reaction to the panelists was between "good" and "very good" (average rating = 2.66 where 1 = excellent and 5 = poor) and the overall rating of the seminar was 2.70 which is also between "good" and "very good". The site monitors rated overall student satisfaction with the seminar as very good.

Comments about the seminar were generally favorable although some indicated areas for improvement:

"The presentation was very structured."

"Very effective, I wish there was more time for questioning."

"Answers were too general."

"Moderator was clear in presentation."

"It was a fine program. It gave me a better insight to the job creation in Appalachia."

"I thought they covered the subject thoroughly and completely."

"More time for questions and answers."

Borrowers' experiences

The participants were asked several questions designed to determine their experiences in borrowing funds. A total of 31 persons indicated that they represented a borrower or potential borrower of funds. Eighteen persons said they had applied for a loan within the past five years and ten indicated that they had applied for a grant. Of these 28 respondents, the majority (18) had made their application within the last year, contacted a bank for the loan (17), and had applied for a housing purchase (9) or a business/ industrial purpose (10). Eight persons indicated other purposes such as college fees and automobiles. Most (19) indicated that it took

less than one month for the loan to be approved or denied and all but one person had his/her application approved. This person indicated that he/she did not receive a proper explanation of the denial and that appeal possibilities were not suggested.

Respondents gave several recommendations concerning the processing of loan applications:

"They need to be less complicated."

"Speed up; time too long."

"Money could only be used for tuition and housing."

"Should have been a little more concerned with my future activities, rather than those that created my present equity."

Lenders' experiences

Nine persons indicated they had participated, as a lender, in either direct or guaranteed federal loan programs. The loans were sought for several purposes including housing, farm purchases, and business. The federal agencies they had worked with were the FmHA and SBA. Only four persons were familiar with any secondary market operations although seven indicated they were interested in receiving literature concerning operational procedures of these secondary operations. The time it took from initial application to disbursement of funds varied from less than one month to more than six months.

Several suggestions were given concerning ways to reduce the waiting time:

"Give more authority to local county offices to approve loan re-requests from FHA."

"Reduce approval complications, expand guidelines, give authority to district supervisors."

"Less paper work."

"Reduce documentation."

Most persons indicated they were not hesitant to participate in guaranteed loan programs in spite of the paper work. Three respondents felt that otherwise deserving applicants had at least sometimes been denied credit because of inflexible federal agency requirements, and six indicated they were unfamiliar with appeal processes available to applicants.

Attainment of Objectives

Several objectives were defined which participants were expected to achieve as a result of participating in this workshop. These were:

The participants should be able to:

1. Identify financial resources available from the jobs creation package at the federal, state, and local levels;

2. Identify sources of additional information concerning procedures for acquiring loans and grants;

3. Realize the impact of the jobs creation package both individually and for the community.

The majority of the participants (71%) agreed that the panel presentations made the impact of the jobs creation package clear to them. In addition to the panel presentations, the interactive seminar and the supplementary materials distributed to each participant were designed to enable participants to identify resources available and sources of additional information related to securing loans and grants. Comments by participants indicated that the supplementary materials and the question and answer session achieved their purposes:

"Literature accompanying program was excellent."

"Gave good definitions on loans."

"Question and answer session beneficial."

"Very effective."

Technical Aspects

AESP site monitors rated the technical functioning of the equipment used in the program and participants rated the quality of the audio and video signals received during the program. The site monitors' ratings of the equipment functioning are presented in Table 14. The ATS-6 system operated efficiently in all but one of 13 sites reporting. This malfunction resulted in a 5 minute delay in the program broadcast at Sylva, NC. The program was cancelled at Somerset, KY. However, this was due to a malfunction in the local cable system rather than the ATS-6 system. The Hazard, KY site suggested that it would have helped to have had a constant color background for the panelists because the dark stripe used caused lines to run across the panelists' faces and was distracting. Overall, the site monitors rated both the audio and video signals as having little or no distortion.

These ratings were consistent with paticipants' ratings which were between "very good" and "excellent" for both quality of the sound and clarity of the picture.

Conclusions

The workshop on financial resources, credit needs, and job creation in Appalachia was attended by 175 persons at 17 AESP sites. The majority of the group were males and worked in rural communities. The participants represented a variety of occupations with the greatest number representing a college or university or small business. The participants reacted to panel presentations, an interactive seminar, and the technical quality of the broadcast. They also responded to several questions concerning their experiences as borrowers or lenders of funds.

TABLE 14

SITE MONITORS' RATINGS OF ATS-6 SYSTEM
FINANCIAL RESOURCES, CREDIT NEEDS, AND JOBS CREATION IN APPALACHIA WORKSHOP

Site	Audio	Video
09 Tupelo, MS	3 x 3	5 x 5
11 Rainsville, AL	3 x 3	5 x 5
13 Gadsden, AL	3 x 3	5 x 5
18 Cookeville, TN	3 x 3	5 x 5
20 Norton, VA	3 x 3	5 x 5
26 McHenry, MD	3 x 3	5 x 5
31 Bethany, WV	3 x 3	4 x 4
35 Fredonia, NY	3 x 3	5 x 5
38 Smethport, PA	3 x 3	5 x 5
40 Sylva, NC	3 x 3	2 x 2
50 Morehead, KY	3 x 3	4 x 4
51 Hazard, KY	--- *	5 x 5
55 Somerset, KY	3 x 3	5 x 5

* Report not completed

Reports were not received from:

01 Lexington, KY
25 Cumberland, MD
28 Petersburg, WV
45 Gainesville, GA

The panel presentations received an overall rating between good and very good. Participants felt that the presentations made the impact of the jobs creation package clear. However, they also felt that too much time was spent introducing the panelists and discussing their credentials. The interactive seminar was also rated between good and very good. Recommendations for improvement included keeping the seminar moving at a faster pace, providing occasional summary statements, and using more examples and direct answers to questions.

The ATS-6 system operated with 94% reliability with only one site reporting any difficulty. This malfunction was corrected after 5 minutes and did not interfere with most of the program. In addition, the program was cancelled at one site due to a malfunction in the local cable system.

Thirty-one persons identified themselves as borrowers of funds. Most had applied for a bank loan for housing, business, or college expenses. Most of the applications were approved and, on the average, in less than one month. Recommendations for improvement in processing loans included simplifying the process, reducing the length of time required for approval, not restricting the use of the loan, and placing more emphasis on future earnings.

Nine participants identified themselves as lenders of funds and most of these persons indicated they were interested in gaining additional information about and participating in loan and grant programs. Their recommendations for improved processing of loan applications were similar to those of the borrowers. They suggested reducing the waiting time, simplifying the procedure, and having more flexible requirements. The majority of both groups were unfamiliar with appeal processes available.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

November 21, 1977

Lea J. Perritt

Introduction

Social service delivery in rural communities presents several special obstacles including a widely scattered population and a lack of trained staff. In addition, to these obstacles, there is often community resistance to social service programs in these rural areas. There are several reasons for this resistance including a cultural history of individualism, suspiciousness of outsiders, and bad past experiences with persons representing welfare and other agencies.

In order to deal with these obstacles, several innovative approaches have been attempted. First, the role of the social worker has been expanded and modified to include a wider variety of functions delivered, in a less formalized, less structured, more personal way. Secondly, the social worker has acted as a liaison and client advocate to local agencies and more frequently seen clients in their own environments. Finally, there has been a greater utilization of nonprofessionals, including both community members and former clients, as staff.

In conjunction with the National Association of Social Workers (NASW) Fifth Annual Symposium in San Diego, California, AESP planned and delivered a workshop which focused on two specific innovative programs that have been developed for the delivery of social services to rural communities.

The first program was developed and implemented in rural southwestern Pennsylvania by the Bedford-Somerset Counties Alcoholism Council. This program, which is headquartered in a former motel-bar complex was designed to provide primary, secondary, and tertiary services for the alcoholic in

a non-drug, non-hospital setting. The second program was developed in an isolated rural mountain community of about 800 people in Northern California. This program was designed as a model for community mental health programs and emphasized increased community involvement and flexibility by the social worker.

Format of the Workshop

This workshop was broadcast live in conjunction with the NASW Fifth Annual Symposium held in San Diego, California. The workshop consisted of panel presentations, an interactive seminar, and distribution of related printed materials.

The panel included Margaret Broadkin, M.S.W. and Ruth Glasser, M.S.W. and was moderated by Dr. Harold E. Morse, Director of AESP. During the seminar, participants transmitted questions via teletype and telephone to Lexington. From there the questions were transmitted via VHF to Rosman, North Carolina and then to San Diego.

At the completion of the program, participants completed a brief evaluation form to determine their reaction to the program. This information was used to assess the effectiveness of the program and is the basis for the remainder of this report.

Background Characteristics of Viewers

A total of 161 persons at 15 AESP sites participated in the workshop. Evaluation forms were received from 108 participants (67%). The frequency of participants by site is presented in Table 15. Table 16 presents the background characteristics of the participants who completed the evaluation form.

TABLE 15

FREQUENCY OF PARTICIPANTS AND RESPONDENTS BY SITE
NATIONAL ASSOCIATION OF SOCIAL WORKERS WORKSHOP

	Site	Number registered	Number completing Forms
09	Tupelo, MS	7	5
10	Huntsville, AL	4	4
13	Gadsden, AL	6	2
18	Cookeville, TN	10	10
20	Norton, VA	11	11
25	Cumberland, MD	15	0
26	McHenry, MD	1	0
35	Fredonia, NY	15	14
37	Edinboro, PA	9	9
38	Smethport, PA	5	3
40	Sylva, NC	14	12
45	Gainesville, GA	24	5
50	Morehead, KY	19	19
51	Hazard, KY	3	1
60	Athens, OH	18	13
Total		161	108

The majority of the participants were females and were employed in rural communities. Twenty-nine percent were employed as social workers and 22% represented students. The remaining participants represented several occupations and included administrators, teachers, counselors, and nursing personnel.

TABLE 16

BACKGROUND CHARACTERISTICS OF THE PARTICIPANTS
NATIONAL ASSOCIATION OF SOCIAL WORKERS WORKSHOP

Characteristics	Frequency	%
Sex		
Female	72	67%
Male	35	32%
No response	1	1%
Community in which employed		
Rural	88	81%
Urban	12	11%
Suburban	2	2%
No response	6	6%
Occupation		
Social worker	31	29%
Teacher	12	11%
Nursing Personnel	4	4%
Administrator	17	16%
Psychologist	2	2%
Counselor	12	11%
Student	24	22%
Other	6	6%

Reaction to the Seminar

Participants were asked to react to the seminar moderator and to the answers they received during the seminar. They were also asked whether they received information they could practically apply in their job and whether the live seminar was more informative than inservice training programs they had participated in previously. They also rated the overall value of the seminar.

The majority of the participants (73%) thought the seminar moderator was fine. The most frequent suggestions for improvement were that he provide summary statements occasionally and that he keep the seminar moving at a

faster pace so that more questions could be answered. The audience reacted less positively to the answers received during the seminar with only 48% of the respondents agreeing that the answers to the questions were fine. The most frequent suggestions for improvement were more frequent use of specific examples, more direct answers to questions, and less discussion of theoretical aspects of the question.

Sixty-six percent of the participants agreed that the seminar provided them with information they could practically apply in their job. Thirty percent responded neutrally to this item and this may be due to the large number of students who were not employed. Only 32% of the participants agreed that this seminar was more informative than other inservice training programs they had participated in. Fifty-two percent, however, were undecided suggesting that many had not attended inservice training programs previously. The seminar received an overall rating of 2.89 which is "good." The comments made by the participants were generally favorable and criticisms related primarily to technical difficulties as these representative statements indicate:

"The idea was good but the reception was bad."

"Excellent except for reception."

"The presenters were excellent - the only problem was frustration with TV reception."

Attainment of Objectives

The program was designed around several specific objectives which the participants were expected to achieve as a result of participating in the workshop. These objectives were:

1. Recognize the need for alternate and innovative methods of service in rural areas;

2. Identify major areas of service needs in rural areas;

3. Identify major obstacles to program development in rural areas;
4. Recognize alternate service delivery systems;
5. Display a positive attitude toward alternate delivery systems.

The first objective, recognizing the need for alternate and innovative methods of service delivery in rural areas, was measured by asking participants whether they had a greater appreciation of the need to develop alternate delivery methods as a result of participating in the workshop. Seventy-one percent agreed with this item. The average rating was 2.17 on a 1 to 5 scale where 1 = strongly agree and 5 = strongly disagree.

The second objective, identifying major areas of service needs in rural areas, was measured by asking participants to identify mental health problems which frequently occur in isolated communities. Eighty-six percent of the participants were able to identify at least one problem area, 74% identified at least two areas, and 43% identified all three.

The third objective, identifying major obstacles to program development in rural areas, was measured with two items. Eighty-six percent of the participants knew that attempting to implement alternate service delivery systems might make it difficult for the social worker to separate personal and professional roles. Seventy-nine percent of the participants were able to identify at least one obstacle in service delivery to rural areas, 61% identified at least two obstacles, 57% identified three obstacles, and 41% identified all four obstacles listed.

The fourth objective, recognizing alternate service delivery systems, was measured with two multiple choice items. Sixty-eight percent of the participants agreed that they had a greater understanding of alternate service delivery modes for rural communities as a result of participating in this

workshop. Eighty-one percent of the participants were able to identify at least one example of an alternate treatment method for alcoholics, 77% were able to recognize at least two alternate methods, 65% identified at least three, and 52% all four.

Objective five, displaying a positive attitude toward alternate delivery systems, was measured by asking participants whether they planned to try to implement an alternate method of service delivery. Forty-four percent of the participants agreed with the item. Forty-eight percent were undecided which may be due to the large number of students and others who were not in positions to implement alternate systems.

Overall, both the cognitive and affective objectives were achieved by the majority of the participants although slightly less than half of the audience agreed that they planned to implement an alternate service delivery method.

Technical Aspects

The participants rated the quality of the audio and video reception during the program and the site monitors rated the technical functioning of the equipment used during the broadcast. The participants rated the clarity of the picture between "good" and "fair" (average rating = 3.66). The quality of the sound received an average rating of 3.67 which is also between "good" and "fair". The comments made by the participants indicate that technical problems interfered with and in some cases even precluded the viewing of the broadcast.

"We didn't see it because of technical difficulties."

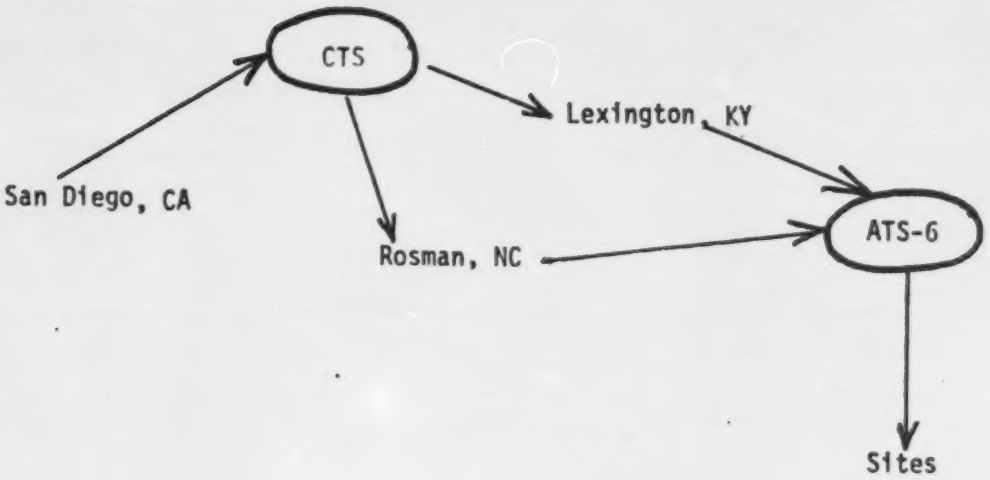
"Because of technical difficulties we were unable to view the program."

"The whole TV showing was missed."

"We did not hear about the last half of program."

"At times you couldn't hear or even see the program."

Table 17 presents the site monitors ratings of the equipment functioning. The program was transmitted from San Diego to the CTS system. From this satellite it was transmitted to Lexington, Kentucky and Rosman, North Carolina. The program could be transmitted to the ATS-6 system and then to the AESP sites from both of these locations. The figure below shows this delivery system.



Technical difficulties occurred during the last fifteen minutes of the program. The difficulties originated at San Diego when power was lost because of a defective converter which resulted in a loss of picture and sound.

TABLE 17

SITE MONITORS' RATINGS OF ATS-6 SYSTEM
NATIONAL ASSOCIATION OF SOCIAL WORKERS WORKSHOP

Site	Audio	Video
09 Tupelo, MS	2 x 2	3 x 3
10 Huntsville, AL	2 x 2	3 x 3
13 Gadsden, AL	1 x 1	3 x 3
18 Cookeville, TN	2 x 2	4 x 4
20 Norton, VA	3 x 3	5 x 5
26 McHenry, MD	3 x 3	4 x 4
35 Fredonia, NY	3 x 3	5 x 5
37 Edinboro, PA	3 x 3	4 x 4
38 Smethport, PA*	---	---
40 Sylva, NC*	---	4 x 4
50 Morehead, KY	3 x 3	4 x 4
51 Hazard, KY*	---	4 x 3
60 Athens, OH	3 x 3	4 x 4

*Report incomplete

Report not received from:

25 Cumberland, MD

Needs Assessment Information

In order to determine possible topics for future programs in the area of social service delivery, participants responded to several topics in terms of their interest in attending programs on these topics. They rated each topic on a 1 to 5 scale where 1 = great interest and 5 = no interest. The ratings indicate average to above average interest in all the topics rated. The results are presented in Table 18. The strongest interests were in family counseling, child welfare, and drug and alcohol abuse.

Participants also indicated whether they would be interested in additional programs on social service topics. Ninety-six percent of the participants indicated they would be interested in attending additional workshops on social service topics and 74% said they would be interested in participating in a three hour graduate or undergraduate course. The majority of the participants (63%) indicated they would like to receive college credit. Ninety percent indicated they would be interested in participating in other professional conferences via satellite. Participants were also asked what type of day would be most convenient to attend programs. The most frequently preferred times of day were mornings (37%) and evenings (30%).

Conclusions

The NASW workshop was attended by 161 participants at 15 AESP sites. The group represented primarily females employed in social service and educational occupations in rural areas. A significant number also identified themselves as college students. The participants reacted to the live, interactive seminar, several attitudinal and cognitive questions, the technical quality of the program, and possible topics for future programs.

The seminar received an overall rating of good. Suggestions for improvement included more frequent use of specific examples and more direct

TABLE 18

RANK ORDERING OF TOPICS OF INTEREST FOR FUTURE PROGRAMS IN SOCIAL SERVICE - NATIONAL ASSOCIATION OF SOCIAL WORKERS WORKSHOP

Topic	Mean
Family counseling	1.68
Child welfare	1.83
Drug and alcohol abuse	1.89
Mental health / mental retardation	1.98
Parenthood education	2.00
Approaches to social work intervention	2.11
Needs of rural women	2.20
Preservation of rural values and cultural awareness	2.23
Supervisory training	2.35
Unemployment	2.38
Health care	2.38
Gerontology	2.47
Nutrition education	2.60

answers to questions by the panelists.

The objectives defined for this workshop were achieved by the majority of the participants. Slightly less than half of the participants, however, indicated they planned to implement an alternate service delivery system. This was attributed to the large number of students present who were not in a position to implement social service delivery methods.

Technical difficulties interrupted the last 15 minutes of the broadcast. These difficulties originated in San Diego and resulted in loss of both the audio and video portions of the program.

Needs assessment information indicated interest in social service areas with the most interest expressed in family counseling, child welfare, and drug and alcohol abuse. The majority of the participants indicated that they would be interested in participating in other workshops, credit courses, and professional conferences via satellite. The most convenient times for programs were mornings and evenings.

PERSPECTIVES OF EFFECTIVE PARENTING:

"PARENT-CHILD CONFLICTS" AND "THE USE OF REWARDS AND PUNISHMENT IN DISCIPLINE"

November 28 and December 5, 1978

Lea J. Perritt

Introduction

Although becoming a parent is biological, being a parent is behavioral. Traditionally, parenting has been left to instinct which is frequently unsuccessful. The job of raising children is a hard one -- assuming full responsibility for raising them to become cooperative and productive members of society.

The growing number of parents who feel a need to learn more about the parenting role is evidenced in the number of groups such as Parents Anonymous which have developed recently and in "hot" lines and "tot" lines which have been established. In order to address this need, AESP developed and delivered a two-part workshop which was designed to provide parents, teachers, social workers, and others who work with parents, with an awareness and understanding of skills and principles involved in effective discipline and problem solving.

Format of the Workshops

The content of the two sessions was based on Dr. Thomas Gordon's Parent Effectiveness Training (PET). Each session included brief introductory remarks by the workshop moderator, a videotaped program, a live, interactive seminar and distribution of related printed materials.

In the first session, the film "It's a Deal" was broadcast. This film is part of the Parent Effectiveness Training (P.E.T.) series, a production of KPBS-TV in San Diego, CA. The film outlines Dr. Thomas

Gordon's method of "No Lose Problem Solving", and, through dramatizations, presents the advantages and disadvantages of this approach.

In the second session, the film "Letting Go", which is also included in the P.E.T. series, was broadcast. This film explores spanking and parents' use of rewards and punishments to impose their values on their children. More effective ways to influence a child's behavior and values are also presented and discussed.

Following the films, participants were given an opportunity to direct questions via teletype or telephone to panel members located in the television studios in Lexington, Kentucky. The seminars were produced by AESP's Media Services Component in the University of Kentucky Television Studios. The panel for the first session consisted of the following persons:

Nancy Silver, School social worker, Potomac, MD

Smithy Robinson, College student, Chevy Chase, MD

Matt Tranzano, Elementary teacher, Rockville, MD

The panel members for the second session included Ms. Silver and the following persons:

Barbara Gentry, Parent and P.E.T. instructor, Lexington, KY

Marilyn Weinstein, Kindergarten/Elementary teacher

The moderator for both sessions was Dr. Darryl Laramore, Guidance Consultant, Rockville, Md.

Each participant also received printed materials designed to supplement the material presented in the television program.

At the end of each seminar, participants completed a brief evaluation form to determine their reaction to the program. This information forms the basis for the remainder of this report.

Background Characteristics of Viewers

The analysis of participant reaction was conducted separately for the two sessions. A total of 119 persons at 14 AESP sites attended the first session and 63 persons at 14 sites attended the second session. Thirty-four of the participants attended both sessions. Evaluation forms were received from 114 participants at the first session and 61 at the second session. The frequency of participants by site for each session is presented in Table 19. Table 20 presents the background characteristics of the participants who completed the evaluation forms.

The majority of the participants at both sessions were females and were employed in rural communities in the areas of education and human resources. Approximately one half of the participants were parents. The number of children ranged from 1 to 8 with an average number between 2 and 3 for those who were parents.

Reaction to the Films

The participants were asked to rate the films, described earlier in this report, according to their value as a source of stimulation for the seminar discussions, as a source of practical information, and their overall value. They used the following scale to indicate their responses: 1 - excellent, 2 - very good, 3 - good, 4 - fair, 5 - poor. As a source of stimulation for discussion, the films at both sessions were rated similarly (2.53 and 2.48 respectively). These ratings are between "good" and "very good". As a source of practical information both films also received ratings that were between "good" and "very good" (2.53 and 2.50 respectively). Overall ratings were also between "good" and "very good" (2.55 and 2.49 respectively). As the following participant comments indicate, the most frequent criticisms related to the first tape and concerned the reality of the scenes.

TABLE 19

FREQUENCY OF PARTICIPANTS BY SITE BY SESSION
PARENTING WORKSHOPS

AESP Sites	Session 1		Session 11	
	Number registered	Number completing Forms	Number registered	Number completing Forms
09 Tupelo, MS	0	0	2	2
18 Cookeville, TN	6	6	7	7
19 McMinnville, TN	3	0	0	0
20 Norton, VA	2	2	4	4
21 Stickleyville, VA	0	0	2	2
22 Boone, NC	4	4	5	3
25 Cumberland, MD	3	3	0	0
26 McHenry, MD	0	0	1	1
28 Petersburg, WV	0	0	2	2
30 Hagerstown, MD	12	12	0	0
32 Wheeling, WV	3	2	0	0
35 Fredonia, NY	14	14	10	10
38 Smethport, PA	2	2	1	1
40 Sylva, NC	2	2	2	2
42 Marion, NC	19	18	11	11
51 Hazard, KY	12	12	7	7
55 Somerset, KY	27	27	5	5
60 Athens, OH	10	10	4	4
Total	119	114	63	61

TABLE 20

BACKGROUND CHARACTERISTICS OF THE PARTICIPANTS BY SESSION
PARENTING WORKSHOPS

Characteristics	Session I		Session II	
	Frequency	%	Frequency	%
Sex				
Female	84	74%	38	62%
Male	30	26%	22	36%
No response	0	0%	1	2%
Community in which they work				
Rural	84	74%	40	66%
Urban	17	15%	12	20%
Suburban	13	11%	6	10%
No response	0	0%	3	5%
Occupation				
Teacher/educator	27	24%	16	26%
Social worker	18	16%	11	18%
Housewife	8	7%	9	15%
Student	22	19%	5	8%
Counselor/psychologist	6	5%	4	7%
Other human resources/social services	13	11%	8	13%
Other	16	14%	4	7%
No response	4	4%	4	7%
Ages of children				
0 - 4	36	25%	28	36%
5 - 10	36	25%	16	21%
11 - 13	15	10%	8	10%
14 - 18	30	21%	15	19%
19 and over	29	20%	11	14%
Total	146		78	

"Film was too role-played"

"The film was too simplistic"

"The film didn't really seem like it could happen"

"Needs to be more realistic"

There were also more favorable comments such as the following:

"It was good to see the skills in an actual situation"

"Very informative and helpful".

The site monitor's average rating of student satisfaction with the films was "very good" for both sessions.

Reactions to the Interactive Seminars

The participants were asked to react to the seminar moderator and to the answers they received during the seminars. They were also asked to provide an overall evaluation of the seminars. The majority of participants felt the moderator was fine (70% and 66% respectively). The most frequent suggestions for improvement at the first session were to provide occasional summary statements and to keep the seminar moving at a faster pace. At the second session the most frequent suggestion was to keep the seminar moving faster.

The participants were not so favorable about the answers they received to their questions. Only 30% were satisfied with the answers they received during the first session and only 42% at the second session were satisfied. The most frequent suggestions for improvement were more frequent use of specific examples and more direct answers to questions. Overall, the seminars received ratings between "good" and "very good" (2.55 and 2.47 respectively).

The comments made by the participants at the first session suggest reasons the answers to questions were not rated more favorably.

"Panelists could have been more enthusiastic"

"Answered questions unrealistically"

"More time needed for generating questions"

"Need more specific answers to specific questions"

"The questions were dull".

Comments made at the second session also give insight into the ratings:

"Moderator talked too much"

"The moderator could seldom resist using personal examples"

"Answers should be more specific"

"The panel could consider that another premise other than this P.E.T. program will work".

The site monitors rated student satisfaction with the seminar as very good for the first session and between good and very good for the second session.

Attainment of Objectives

These programs were designed around several specific objectives which the participants were expected to achieve as a result of participating in the workshops. These objectives were:

Workshop #1: The participants should be able to:

1. Recognize the six steps to no-lose problem solving;
2. Recognize problems that may occur in trying to put no-lose problem solving to work;
3. Identify ways to minimize the problems that may occur in trying to use no-lose problem solving.

Workshop #2: The participants should be able to:

1. Identify possible effects of using parental power;
2. Recognize the limitations of using reward and punishment to influence a child;
3. Identify effective ways to influence a child's behavior and values.

The first objective, being able to recognize the six steps to no-lose problem solving, was measured with two true-false items. Ninety-seven percent of the participants knew that identifying and defining the conflict is the first step in no-lose problem solving. Only 31%, however, knew that parents should not evaluate solutions presented by the child. This item may actually be measuring a long standing attitude which may be difficult to modify in a short period of time.

The second objective, being able to recognize problems that may occur in trying to put no-lose problem solving to work, was measured with one true-false item and one multiple choice item. Ninety-five percent of the participants knew that not all decisions made using the no-lose method will turn out to be good ones. Seventy-seven percent of the participants were able to correctly identify at least one problem parents may encounter when attempting to implement no-lose problem solving and 68% were able to identify both problems listed.

The third objective, being able to identify ways to minimize the problems that may occur in trying to use no-lose problem solving, was measured by a multiple choice item. Eighty percent of the participants recognized at least one of the two correct ways listed to minimize the problems and 52% were able to identify both correct solutions.

Objective one for the second session, being able to identify possible effects of using parental power, was measured with two items. Seventy-four percent of the participants knew that parents can encourage behaviors through reward and punishment. Eighty-four percent of the participants were able to correctly identify at least one effect of using parental power, 74% identified at least two effects, and 41% were able to identify all three effects listed.

Objective two, being able to recognize the limitations of using reward and punishment to influence a child, was measured with two items. Sixty-six percent of the participants were able to recognize at least one limitation associated with using rewards and punishments. Fifty-seven percent identified at least two limitations, and 52% correctly identified all three listed. Participants were also asked to react to the statement "As a result of participating in this workshop, I now have a greater understanding of the limitations of using rewards and punishments to influence a child." Seventy-six percent of the participants moderately or strongly agreed with this statement. (The mean rating was 2.15 which is "moderately agree.")

The third objective, being able to identify effective ways to influence a child's behavior and values, was measured with two items, one multiple choice and one true-false. Ninety-seven percent of the participants identified one or two effective ways to influence behavior and values and 81% of the participants were able to identify all three ways listed. Only 25% of the participants, however, did not feel it was necessary to use their authority to control, direct, and train children. Again, the response to this item may reflect an attitude toward child rearing which is difficult to change in one session.

Overall, the objectives for both workshops were achieved by the majority of the participants.

Technical Aspects

AESP site monitors rated the technical functioning of the equipment used in the programs, and participants rated the quality of the reception of the audio and video signals during the program. The site monitors' ratings of the equipment functioning are presented in Table 21. During the first session the ATS-6 system operated with a reliability of 73 percent (3 malfunctions out of 11 sites reporting). Hazard, KY reported some static in the audio when the camera focused on the seminar moderator. Sylva, NC and Hagerstown, MD were unable to receive any color. The site monitor at Sylva gave no explanation for this problem. The site monitor at Hagerstown suggested that the problem was in the television set. During the second session, two out of 13 sites reported difficulties. Norton, VA and Marion, NC both experienced audio distortion which they described as a low rumble. Neither site monitor gave any reason for the problem.

Overall, the site monitors rated the video reception at both sessions as having between "no" and "barely perceptible" distortion and the objectionableness of the distortion between "not annoying" and "slightly annoying". The participants rated the clarity of the picture between "good" and "very good" for both sessions (average ratings = 2.50 and 2.31 respectively).

At both sessions, the site monitors rated the quality of the sound as readable with practically no or no difficulty and the strength of the signal as good to very good. The participants' ratings of the quality

TABLE 21

SITE MONITORS' RATINGS OF ATS-6 SYSTEM
PARENTING WORKSHOPS

	AESP Sites	Session I		Session II	
		Video	Audio*	Video	Audio
09	Tupelo, MS	no participants		2 x 2	not completed
18	Cookeville, TN	3 x 3	5 x 5	3 x 3	5 x 5
19	McMinnville, TN	3 x 3	5 x 5	no participants	
20	Norton, VA	report not received		3 x 3	5 x 5
21	Stickleyville, VA	no participants		3 x 3	5 x 5
22	Boone, NC	report not completed		report not completed	
25	Cumberland, MD	3 x 3	5 x 5	no participants	
26	McHenry, MD	no participants		3 x 3	5 x 5
28	Petersburg, WV	no participants		3 x 3	5 x 5
30	Hagerstown, MD	3 x 3	5 x 5	no participants	
32	Wheeling, WV	report not received		no participants	
35	Fredonia, NY	3 x 3	4 x 4	3 x 3	5 x 5
38	Smethport, PA	3 x 3	5 x 4	3 x 3	5 x 4
40	Sylva, NC	3 x 3	2 x 1	2 x 2	4 x 4
42	Marion, NC	3 x 3	5 x 5	not completed	5 x 5
51	Hazard, KY	not completed	4 x 4	not completed	4 x 4
55	Somerset, KY	3 x 3	5 x 5	3 x 3	5 x 5
60	Athens, OH	2 x 2	3 x 3	3 x 2	3 x 3

*See code for video and audio rating on the following page.

Video Signal Rating Scale

Distortion and/or Noise Perceptibility

1. Picture content impossible to ascertain
2. Very perceptible distortion and/or noise but picture content ascertainable
3. Definitely perceptible distortion and/or noise
4. Barely perceptible distortion and/or noise
5. Imperceptible

Distortion and/or Noise Objectionableness

1. Extremely annoying
2. Very annoying
3. Definitely annoying
4. Slightly annoying
5. Not annoying

Audio Signal Rating Scale

Readability

1. Unreadable
2. Readable with difficulty
3. Readable with practically no difficulty or no difficulty

Signal Strength

1. Faint signals or very weak signals
2. Fair signals
3. Good signals or very good signals

of the sound were between "good" and "very good" for the first session (average rating = 2.40) and "good" for the second session (average rating = 2.80).

Needs Assessment Information

In order to determine possible topics for future programs in the area of parenting skills, participants responded to several topics in terms of their interest in attending programs on these topics. They rated each topic on a 1 to 5 scale where 1 = great interest and 5 = no interest. The ratings indicated above average interest in all the topics rated. These ratings for session one are presented in Table 22 and for session two in Table 23. The greatest interest was expressed in the areas of communication, discipline, and conflict resolution.

Participants also indicated whether they would be interested in additional programs on parenting topics. Ninety-two percent of the participants at the first session and 89% at the second session indicated they would be interested in attending workshops on the topic. The majority of participants also indicated interest in a course (82% and 85% respectively), receiving college level credit (71% and 57% respectively), and paying a small fee for participating (88% and 91% respectively.

Conclusions

One hundred and nineteen persons participated in session one and 63 persons participated in session two of a two-part workshop in parenting effectiveness. Thirty-four persons participated in both sessions. The participants reacted to videotapes and interactive seminars, several cognitive and attitudinal questions, the technical quality of the broadcast, and possible topics for future programs.

TABLE 22

RANK ORDERING OF TOPICS OF INTEREST FOR FUTURE PROGRAMS IN PARENTING PARENTING WORKSHOPS (SESSION I)

Topic	Rating
How to communicate with children	1.54
Methods of discipline	1.56
Methods for resolving conflicts	1.66
The child from 6-12	1.75
Teaching values	1.79
The teenager	1.89
The preschool child	1.91
School problems	1.99

TABLE 23

RANK ORDERING OF TOPICS OF INTEREST FOR FUTURE PROGRAMS IN PARENTING PARENTING WORKSHOPS (SESSION II)

Topic	Rating
How to communicate with children	1.57
Methods of discipline	1.61
Methods for resolving conflicts	1.67
Teaching values	1.80
School problems	1.89
The child from 6-12	1.98
The teenager	1.98
The preschool child	2.09

For both sessions, the films were rated between good and very good. The major criticism was that the film viewed during the first session was not realistic. The seminars also received average ratings which were between good and very good. The most frequent criticisms were that not enough examples were used and answers to questions were indirect.

The delivery system operated with a reliability of 73% during the first session and 85% during the second session. The malfunctions that occurred did not interrupt the broadcast.

Needs assessment information indicated a high interest in other parenting skills topics. Participants also indicated interest in additional workshops and college credit courses in the area of parent effectiveness.

SUMMARY AND CONCLUSIONS

A total of 2081 participants* at 36 AESP sites in 13 Appalachian states attended nine workshops delivered by AESP during the Fall of 1977. All of the workshops included live, interactive seminars, distribution of related printed materials, and completion of evaluation instruments. The format for the first portion of the workshops, however, varied. Although most began with videotaped films, two programs included instead, presentations by panel members prior to the question and answer portion of the program.

The participants at this series of workshops represented a variety of occupations and included teachers, university personnel, social workers, nurses, building contractors, and small business owners. A significant number of persons did not identify themselves with any occupation but rather indicated that they were students or parents.

The ratings of the videotaped programs and the seminars were between "good" and "very good" for all the workshops. The videotapes viewed at the home energy conservation workshops received the highest ratings, even though there was actually little difference in the ratings. The seminar ratings for the National Association of Social Workers Workshop and the workshop on financial resources, credit needs, and job creation in Appalachia were slightly lower than those for the other programs, although the ratings were still between "good" and "very good."

*Includes 86 registrants who were reported after reports were written.

The technical quality of the programs generally received ratings which were between "good" and "very good". The National Association of Social Workers Workshop received ratings which were between "good" and "fair" for both audio and video quality. The home energy workshop I and the workshop on financial resources, credit needs, and jobs creation in Appalachia received the highest ratings which were between "very good" and "excellent".

At the completion of each program participants responded to items designed to measure attainment of specific cognitive and affective objectives. Both the cognitive and affective objectives were generally achieved by the majority of participants at all the workshops.

Needs assessment results indicated a strong interest in additional programming in the areas of gifted education, social services, and parenting skills. Differentiated curriculum for the gifted received the highest rating in the area of gifted education. Social services topics mentioned frequently were child and family counseling, child development, the school's role in child abuse, child abuse referral services, child welfare, and drug and alcohol abuse. Topics of interest related to parenting skills were communication, discipline, and conflict resolution. Responses also indicated that there was interest in participating in credit courses in these areas.

The results of these fall program deliveries indicate a continuing interest in this type of programming format. AESP plans to continue developing and delivering workshops and to utilize various modifications in the format.

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